

<b>Summarizing</b>	<i>TIME For Kids "Welcome to the Rain Forest" Spring 2003</i>
Objectives:	<p>Students will:</p> <ul style="list-style-type: none"> <li>• understand that summarizing information about a topic helps us learn and remember important information</li> <li>• use reading, writing, and thinking strategies to create a developmentally appropriate summary.</li> <li>• Merge their thinking with the information to write a summary that is interesting to read and written in authentic voice.</li> </ul>
Materials Needed:	<p>stikiki notes</p> <p>Summary Anchor Chart (see additional pages on lesson plan)</p> <p>Pre-made notes on Katydid &amp; sloths on sticky notes &amp; chart paper (see additional pages on lesson plan)</p> <p>writing paper</p>

Time	Activity
15 min.	<p><b>Opening of the Day and Independent Reading -</b></p> <p>As students enter, they will begin with 10 minutes of independent reading time. Opening - students sitting in a circle up close. Use this time to review the schedule for the day and build engagement and motivation.</p>
20 min (total)	<p><b>Read Aloud/Shared Reading (whole group)</b></p> <p>(explicit instruction) - This is where teachers connect and engage students' interest and activate and build their background knowledge, finding out what they know. Teachers use this time to think aloud, modeling and demonstrating the "inside" story of reading mentor texts. Students enter in by turning and talking and "holding" their thinking on sticky notes.</p>
3 min.	Read Aloud <i>TIME For Kids: Welcome to the Rainforest</i>
2 min.	<p><b>Connect &amp; Engage:</b></p> <p><i>Today we'll try something new--writing a summary! A summary pulls together what we know about a topic so we can share the information with others. A summary is often a paragraph in which all the sentences relate to one topic. A <b>topic</b> is what we are reading and thinking about. You can often tell what the topic is from the title. Let's look at the title, "Welcome to the Rain Forest." What's the topic? [kids respond] Let's review some of the information we learned from the TIME For Kids article "Welcome to the Rain Forest." All the information relates to the topic: life in the rain forest canopy. The canopy is a habitat made up of the leaves and branches of all those big trees. It's what the article calls the "forest roof," and the animals spend much of their life in the trees rather than on the ground. All these animals are adapted to living in these trees--in the rain forest canopy. We'll focus on the animals in the canopy for our topic. Let's turn and talk about what you've</i></p>

<p>5 min.</p> <p>1 min.</p> <p>7 min.</p> <p>2 min.</p>	<p><i>learned about the blue poisonous frog, the sloth and the horned katydid.</i> [kids share with a partner]</p> <p><i>In a minute, I'm going to ask a few of you to share what you learned. While you are sharing, I'm going to take some notes to help us remember all of the information. When I take notes, I'm just using a few words and phrases, I don't have to use complete sentences. Now, who would like to share something that you learned from reading about this topic?</i> [record notes while students share ideas - make sure to use phrases and their own words]</p> <p><i>When we write a summary, we write what is important about the topic in our own words. We'll use all this great information to write a summary of animals that live in the canopy. Notice that I wrote notes on the chart using just a few words, not whole sentences, and that I paraphrased the information - put it in my own words. We'll turn those words and phrases into sentences as we write our summary.</i></p> <p><b>Model:</b>  <i>You all mentioned interesting facts about the rain forest animals we learned about in the article. The information is accurate because we read it in the text and you put it into your own words when you shared it. Let's think about how we'll start our summary. Notice the topic is about animals that live in the canopy, so we should talk about that first.</i> [explain how to combine information and thinking on a topic to create a group summary. Start with important information and demonstrate how to organize it. It does take some time to transcribe the long, detailed sentences, but as they watch and listen, kids can internalize. When you're ready to wrap it up...] <i>And finally, let's wrap up the summary with a comment about all these animals. When we wrap up our summary, we want to end with our own thought. I think that animals in the canopy are amazing. So I'll write "You never know what kind of amazing animals you'll see in the rain forest canopy!"</i></p> <p><b>Guide:</b>  <i>Here's a list of what we do when writing a summary.</i> [show summary anchor chart]  <i>Let's read it together.</i> [read chart together] <i>You can look at the chart for guidance later as you try to write a summary yourself.</i></p>
<p>(20 min. /group) 60 min total.</p>	<p><b>Fluency</b> Often students move into pairs (fluency partners) or small groups to deepen and apply their learning.</p> <p><b>Independent Reading</b> Students will engage in independent reading, making connections to the text, jotting down interesting words and adding to their journal.</p> <p><b>Small Group Instruction – mini-lesson</b></p> <hr/> <p><b>Small Group Instruction</b>  <i>Let's get started writing another summary together. Let's jot some notes about the frog we read about in our TIME For Kids article.</i> [kids jot a note with something they learned about the frog from the article]</p>

	<p><i>Let's see what we have. Who wants to share their information?</i> [kids share notes out] <i>This is a lot of great information. Let's put our sticky notes up so we can see them.</i> [check to see that the gathered information is in kids' own words and is accurate]</p> <p><i>We can use the information on these sticky notes to write a summary about the blue poison frog.</i> [point to and review the steps on the Summary Anchor Chart] <i>We notice that the first thing we do is to make sure our notes are in our own words and are accurate.</i></p> <p><i>Now let's think about our topic -- the blue frog. Think about what information we could start with. Turn and talk about these sticky notes. Let's see what makes the best first sentence?</i> [students turn and talk, then teacher asks them to share. Compose summary together, showing kids how they can take their information and write it in a more interesting way or merge our thinking with the information.]</p> <p><i>You really took your information and shaped it into some new thoughts! Great Job! Now we can share our paragraph, this summary, with other people and teach them about the blue poison frog.</i> [Time permitting - students illustrate in order for readers to see the illustrations and see the words]</p> <p><i>I am handing out bookmarks to each of you. I want you to write the words: <b>Summarize</b> on the bookmark. This week as you read your take home books I want you to think about what you learned about summarizing. After you've read your take home books, I want to you summarize that book for someone at home.</i></p>
15 min.	<b>Recess/Snack Break</b>
(15 min /group) 30 min total	<p><b>Group 1: Take Home Selection (split groups - 15 minutes each)</b> Two members of the team will assist students in the selection of 'just right' books to take home for the week</p> <p><b>Group 2: Modeled/Shared/Interactive Writing</b> (Connected to Morning Read Aloud Book) -Teachers will use this time to teach a very short mini-lesson, which students will often apply in responding to their reading.</p> <p><i>Today I'm going to ask you to write a summary about either the sloth or the katydid from our TIME for Kids "Welcome to the Rain Forest" article.</i> [show the chart paper (see notes at the end of the document) for each animal with attached sticky notes with information already on it] <i>I've written some notes about each animal for you. Remember to use the Summary Anchor Chart to help you through each step . Summarize the notes with your own sentences and capture your reader's attention with interesting words and complete sentences. Remember to think about how writers begin a sentence [with a capital letter] and end a telling sentence with a period.</i> [Teacher coaches individual students while they are writing]</p>
5-10 min	<p><b>Sharing/Closing -</b> Use this time to reflect on the day. This is a good time to suggest ways students can share their learning at home, to read a short poem or interesting text, hear student book talks and to share their own literacy by talking about what they are planning to read at home.</p>



Summary Anchor Chart - create on chart paper:

### How to Create a Summary

1. Reread your notes on the topic. Make sure they are accurate and in your own words.
2. Think about the topic and the information that tells about it.
3. Put the notes in order - what comes first, second, third, etc..
4. Remember to tell what is important, but don't tell too much.

Shared Writing:

Make two charts with sticky notes on each one to aid students in their writing.

#### Horned Katydid

Nocturnal

chirping  
noise

insect  
with  
spikes

spikes  
keep  
predators  
away

#### Sloth

hang  
from  
trees

mothers  
carry  
babies

long  
nails

\*very  
slow  
animals

\*Information learned from another  
source

